DOCUMENT RESUME

ED 102 19 95 TM 004 160

TITLE IEA Six-Subject Survey Instruments: Teacher General Questionnaire.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

SPONS AGENCY Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

NOTE 15p.; For related documents, see TM 004 138-153 and ED 034 290 and 300

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

DESCRIPTORS *Academic Achievement; Background; *Comparative Education; *Cross Cultural Studies; *Questionnaires; *Teachers

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. (RC)

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IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: <u>Type of Instrument</u>

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: <u>Student Population</u>

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	9 = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: <u>Subject</u>

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: <u>Instrument Within Type</u>

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire: General Section

Data Bank Instrument Number TE3

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The School Co-ordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to ensure their return, complete. (Each teacher is reported to fill in only two or three of the parts of the questionnaires. The parts which are appropriate are explained in the questionnaires themselves). Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Co-ordinator should collect the Teacher Return Envelopes for return to the National Center.

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[illegible]

[illegible]

Please record the answers to the following questions in the appropriate place on section C of the answer card. The response should be made by blackening the correct numbered position with an ordinary pencil. Please give your responses to each question and check all other marks.

1. Sex (indicate one)

   A. Male

   B. Female

2. Age (indicate one of the following)

   A. 17 or younger

   B. 18 - 29

   C. 30 - 47

   D. 48 - 57

   E. 58 or more

3. How you are teaching the subject is which you have specialized in your training?

   A. Yes, special subject(s) only

   B. Yes, special subject(s) and one or two other subjects

   C. No

4. Indicate how many years of full-time elsewhere (primary and secondary only) you have had.

   A. ≤ 0 B. $> 0 \leq 10$ C. $> 10 \leq 15$

   D. $> 15 \leq 20$ E. > 20

5. Indicate how many years of full-time elsewhere you have had (primary/secondary school teaching inclusive of current).

   A. 0 years B. $> 0 \leq 2$ C. $> 2 \leq 5$

   D. $> 5 \leq 10$ E. > 10

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[illegible]

[illegible]

[illegible]

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[illegible] Defining [illegible] quality [illegible] of [illegible] and maintenance [illegible] be [illegible] [illegible] [illegible] [illegible] [illegible]?

a. [illegible]

b. [illegible]

[illegible] [illegible] [illegible] [illegible] [

[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible] of [illegible] to [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.

8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 <u>or more</u>.

1N3

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.